DOCUMENT RESUME

ED 024 001 AC 003 109

Abstracts of Papers Presented to the National Seminar on Adult Education Research, February 11-13, 1968 in Chicago.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
Pub Date Sep 68
Note-30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors-*Abstracts, Adoption (Ideas), *Adult Education, Adult Learning, Changing Attitudes, Correspondence Study, Health Education, Homemaking Education, Information Sources, Mass Media, Motivation, Participation, Professional Personnel, Program Administration, Programed Instruction, *Research, Supervisory Training, Testing, Vocational Retraining

Abstracts are presented of 23 research papers on attitude changes resulting from supervisory training; nonparticipation in vocational retraining; methods and techniques (including mass media, small group discussion, correspondence study, and the use of programed instruction for health personnel and in human relations training); preferred adult educational methods among potential participants; adoption of new agricultural practices; dental health instruction and counseling, information systems development; program administration; attitudes and performance of extension agents; information needs and information seeking; faculty attitudes toward programs of continuing higher education; regional planning; homemaking education; effects of structure and sequence on adult learning; and professional career patterns. Basic adult education information sources, current information sources, and other publications of the ERIC Clearinghouse on Adult Education are also listed. (ly)

ABSTRACTS OF PAPERS PRESENTED TO THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH FEBRUARY 11-13, 1968 IN CHICAGO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ERIC CLEARINGHOUSE ON ADULT EDUCATION

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

SPONSORED BY SYRACUSE UNIVERSITY AND THE EDUCATIONAL RESOURCES INFORMATION CENTER OF THE U.S. OFFICE OF EDUCATION

ROGER DeCROW, DIRECTOR

This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

INTRODUCTION

An attendance of 115, an increase to 26 papers, and a panel discussing the current status of the field characterized the 1968 National Seminar on Adult Education Research.

Afterwards, most of the authors submitted their papers (or a revised or enlarged version) to the ERIC Clearinghouse on Adult Education, and agreed to distribution through EDRS (ERIC Document Reproduction Service).

We are delighted that the ERIC Clearinghouse on Adult Education in Syracuse has decided to publish the abstracts of these papers. This publication will help a variety of persons become aware of the particular papers, and the sorts of papers, presented at the seminar.

Ann Litchfield (chairman), Pat Boyle, George Russell, and I were responsible for the 1968 seminar held in Chicago. In February, 1969, the seminar will be held in Toronto.

Allen Tough
Program Chairman 1969, NSAER

PREFACE

The ERIC Clearinghouse on Adult Education is presenting these abstracts of some of the papers presented to the National Seminar on Adult Education Research in Chicago, February 11-13, 1968, to give them wider distribution.

All who presented papers at the seminar were invited to submit them for processing through the ERIC (Education Resources Information Center) system, which includes making reproductions available in microfiche and hardcopy. Most of the authors submitted either their original papers or revised versions. The abstracts in this booklet have been arranged alphabetically by principal authors.

Microfiche (a sheet of 4" x 6" film containing microimages which can be read with a microfiche reader) and hardcopy (black and white prints 6" x 8" bound in soft covers) reproduction of these documents are available from the EDRS (ERIC Document Reproduction Service).

In ordering, indicate "ED" numbers, whether microfiche or hardcopy is desired, number of copies, method of payment and total amount, and include taxes and handling charges. Payment to EDRS must accompany orders totaling less than $5.00 (no stamps). Add a special handling charge of 50 cents to orders totaling less than $3.00. Add your applicable local state sales tax or submit a tax exemption certificate. Send to: ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

September, 1968

ED 017 792

AN OBJECTIVE EVALUATION OF ATTITUDE CHANGE IN TRAINING, A BEFORE AND AFTER STUDY OF 12 STIMULI IN A SUPERVISORY PROGRAM. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).

Abbatiello, Aurelius A. Nov 67

EDRS PRICE MF-$0.25 HC-$0.48 10p.

ABSTRACT:

Designed to determine whether changes in attitude occurred as a result of participation in an industrial supervisory training program, this study used the Semantic Differential technique to identify relationships between content and assimilation in a learning situation. Before and after the program, 41 supervisors rated 12 concepts on a continuum between polar opposites. The concepts represented such basic ideas or conditions in the program as teach, aware, examine, self, warm, and inept. The scales covered the three major factors of evaluation, potency, and activity. An intercorrelation matrix was used to determine the degree of relatedness between scales. It was concluded that – (1) changes did take place in the participant's attitude toward the program and the negative attitudes were more amenable to change than the positive, (2) the direction of change was from extremes of polarities to a neutral position, and (3) the evaluation factor was the most sensitive indicator of change. This document appeared in TRAINING AND DEVELOPMENT JOURNAL, Volume 21, Number 11, November 1967 and was presented as a paper at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (pt)

TERMS:

*Supervisory training, *changing attitudes, *participation, *fundamental concepts, *learning processes, research, industry, measurement instruments, Semantic Differential

ED 017 813
SOME FACTORS IN WORKERS' DECISIONS TO FOREGO RETRAINING, PROGRESS REPORT OF A STUDY IN METROPOLITAN TORONTO. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Abbey, David S. Feb. 68
EDRS PRICE MF-$0.25 HC-$0.60 13p.

ABSTRACT:
To determine how to motivate adults to take advantage of the academic and technical training available to them in Metropolitan Toronto, two groups of workers were interviewed — 27 applicants to Canadian Manpower Centres who had rejected retaining ("refuser" sample), and 46 who had accepted but failed to appear after they received their call-up letters ("no-show" sample). Of the "refuser" sample, critical factors for refusing were the length of time before training and lack of money. Of the "no-show" sample, few referred to desire for higher income, most saw the additional education as assurance of regular or more desirable employment, about half were unwilling to move from the city for a job, and none referred to desire to acquire skills in demand by employers. Reasons for not appearing indicate poor communication, such as language difficulty. It was recommended that administrative systems be more adequately designed for efficient transformation of workers into students before creating further demand for retraining. This paper was presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (pt)

TERMS:
*vocational retraining, *student motivation, *enrollment influences, *communication (thought transfer), technical education, mobility, unemployed, training allowances, interviews, Canadian Manpower Centres

ED 017 859
METHOD ORIENTATION OF ADULTS FOR PARTICIPATION IN EDUCATIVE ACTIVITIES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Blackburn, Donald J. *Douglah, Mohammad A. 68
EDRS PRICE MF-$0.25 HC-$0.96 22p.

ABSTRACT:
This study was undertaken to determine the method orientation of adults (specifically, 611 residents of predominantly rural Columbia County, Wisconsin) for participation in educational activities in vocational education, hobbies and recreation, academic or general education, religion, morals and ethics, home and family life, personal development, current events, public affairs, and citizenship. Group oriented methods included classes, discussion groups, short course or lecture series, and workshops or institutes. Individual methods included taking correspondence courses, studying books or other printed matter, consulting experts or specialists, reading newspapers and magazines, and watching television at home. Certain socioeconomic and psychological background factors were also considered. For the majority of the subject areas, group methods were preferred by the majority of adults. Within subject areas, adults preferring individual methods were more likely to be older, with relatively low educational levels and family incomes, with the highest proportion of individual orientation appearing among women with eight years or less of schooling. (The document includes footnotes and five tables.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (ly)

TERMS:
*adult education, *educational methods, *participant satisfaction, *socioeconomic influences, research, motivation, individual study, statistical data, course content, educational background, group instruction, age groups, rural areas, sex differences, family income

ED 017 860
INFLUENCE OF AN EDUCATIONAL DEMONSTRATION PROGRAM ON DAIRYMEN'S ADOPTION OF FARM PRACTICES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Brown, Emory J. *Hartman, Joel 68
EDRS PRICE MF-$0.25 HC-$1.04 24p.

ABSTRACT:
Pennsylvania State University and the Tennessee Valley Authority conducted a five year (1961-66) agricultural education project in two Pennsylvania counties. This paper reported the preliminary findings. Using the criterion of adoption of selected agricultural practices by surrounding farmers, they attempted to measure the influence of 17 demonstration dairy farms. Data on general agricultural technology, farm management skills, farm practice adoption, patterns of formal and informal activities, interpersonal visiting and communication, and attitudes, goals, and values were gathered by field surveys before and after the action program. Some of the findings indicated that those making the major change in recommended practices were dairymen other than the innovators or early adopters, that the greatest change took place among that group of farmers who had the greatest potential. However, while the educational program did influence changes in adoption of practices, most of the explained variance was attributed to such extraneous factors as individual characteristics, relationships with other persons and organizations, level of farm technology, and varying cultural conditions in the two counties. (The document includes footnotes and eight tables.) This document was a paper presented at the National Seminar on Adult Education, (Chicago, February 11-13, 1968). (ly)

TERMS:
*rural extension, *agricultural education, *demonstration projects, *adoption (ideas), *evaluation, research, longitudinal studies, dairymen, evaluation criteria, environmental influences, promotion (publicize), farm management, statistical data, analysis of variance, interpersonal relationship, Pennsylvania

ED 016 926
REPORT ON RESEARCH PROJECT CONCERNING "FACULTY ATTITUDES TOWARD THE DIVISION OF CONTINUING EDUCATION AT THE UNIVERSITY OF OREGON," EUGENE. Paper presented at the National Seminar on Adult Education Research (Chicago, Feb 11-13, 1968).
Dahle, Thomas L. Oregon Univ., Eugene 68
EDRS PRICE MF-$0.25 HC-$0.52 11p.

ABSTRACT:
A study was undertaken at the University of Oregon to determine faculty attitudes toward the Division of Continuing Education and its activities, including such considerations as the quality of instruction in the Division's credit courses, the rigor of grading, and the quality of the student it serves. Faculty members were also queried as to their view of the relationship between the Division of Continuing Education and the primary function of a university, and data were obtained on age, sex, academic discipline, years of college teaching, academic rank, and major occupation (teacher, researcher, or administrator). Usable questionnaires were returned by 130 respondents. Favorable attitudes correlated significantly with sex (women), discipline (professional schools), age (older faculty), and rank (associate professors), but not with the other variables. There was a slight tendency, apparently arising from insufficient information, to question the quality of instruction in the Division of Continuing Education. A need for further research and improved public relations is seen. (ly)

TERMS:
*college faculty, *individual characteristics, *program attitudes, *adult education programs, *state universities, research, university extension, program evaluation, University of Oregon

ED 015 412
A MODEL INFORMATION SYSTEM FOR THE ADULT EDUCATION PROFESSION. Presentation to the National Seminar on Adult Education (Chicago, February 12, 1968.)
DeCrow, Roger. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. FEB 68
EDRS PRICE MF-$0.25 HC-$1.00 25p.

ABSTRACT:
A model of information services for the adult education profession provides for — (1) access to the literature through bibliographies, reviews, and mechanized retrieval, (2) physical access (mainly in microform), (3) specialized information services linked with one another and the ERIC Clearinghouse on Adult Education, (4) coordination, research, and training for adult educators and information service professionals, (5) improved means of handling such special documents as curriculum materials and aids, foreign language documents, program information, and historical and archival materials, and (7) financial support, probably by the federal government. The ERIC Clearinghouse on Adult Education provides some elements of this model system, in acquiring, processing, and disseminating information about current documents. The next step is to involve many agencies and persons in providing retrospective bibliographies, reviews and interpretations of research, and interpretative essays. ERIC/AE has a large and growing collection of documents, abstracted and deeply indexed, which could be a useful resource. (ly)

TERMS:
*adult education, *information systems *models, *resource centers, information needs, clearinghouses, financial support, adult educators, interinstitutional cooperation, professional training, research needs, publications, ERIC Clearinghouse on Adult Education

ED 016 925

VARIABLES ASSOCIATED WITH CORRESPONDENCE STUDY, A STUDY TO TEST TWELVE HYPOTHESES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).

Donehower, Grace M. Nevada Univ., Reno, Correspondence Div. Jan 68

EDRS PRICE MF-$0.25 HC$1.20 28p.

ABSTRACT:

The purpose of this 1963-65 University of Nevada study was to determine if relationships existed between the degree of success in college level courses and such correspondence student variables as age, sex, achievement, completion, withdrawal, reason for enrolling, distance from the correspondence center, previous education, and the time elapsed between enrollment and the submission of the first assignment. The subjects, 410 male and 495 female students ranging in age from 16 to 72 but with over half aged 29 or under, came largely from Nevada. Significant relationships were found between completion rates and the variables of time lapse before submission of the first lesson, distance from the center, previous education, and the reason for enrolling, and between the time required for course completion and the reason for enrolling, but not between completion time and distance or between achievement and the variables of age, sex, and course completion time. Findings suggest a need to encourage prompt submission of lessons, give special guidance and moral support to younger, less experienced students and to male students, and review procedures regarding the rate of submitting lessons and the minimum time allowed for course completion, as well as to conduct further research and improve information dissemination. (The document includes five references and seven tables. (ly)

TERMS:

*correspondence study, *university extension, *participant characteristics, *distance, research, motivation, age differences, sex differences, academic achievement, educational background, persistence, dropout rates, statistical data, Nevada, University of Nevada

ED 016 924
CONTINUING EDUCATION INSTRUCTION VIA THE MASS MEDIA. Paper presented at the National Seminar on Adult Education Research (Chicago, Feb. 11-13, 1968).
Everly, Jack C. 68
EDRS PRICE MF-$0.25 HC-$0.52 11p.

ABSTRACT:
Between January 1962 and July 1967, 164 institutions in 44 states offered, via mass media, 1,244 continuing education courses to 1,685,058 persons. Television was the most widely used medium, with most general subjects aired over commercial stations. When dialogue between participant and instructor was needed, the two-way radio conference was used. Of the printed media, magazines involved the largest group of participants. Teaching methods varied — individual methods dominated television courses, most radio courses used group methods, and newspapers, magazines, and direct mail were used in some group-structured efforts. Group instruction was best accomplished within an established organization which incorporated the course into its program. Communities sustained organized televised education only when consistent and extensive resources were allocated, as in the St. Louis Metroplex Assembly. The dominant purpose for continuing education via mass media was the acquisition of information, particularly through general education courses offered by universities. Participants favored professional or vocational-centered courses. Professional health science was engrossed in skill-oriented courses, while volunteer groups were interested in the application of knowledge. (This paper, based on the author's unpublished Ph.D. thesis University of Illinois, 1968, was presented at the National Seminar on Adult Education Research, Chicago, February 12, 1968) (aj)

TERMS:
*adult education programs, *mass media, *media research, *educational methods, televised instruction, general education, feedback, radio, information dissemination, skill development, tests, course content, professional continuing education, motivation, quality control, participant involvement, group instruction, individual instruction, publications, listening groups, community programs, financial support, commercial television, program costs, networks, higher education, educational television, inservice education.

ED 016 921
THE RELATIONSHIP BETWEEN DOGMATISM AND PERFORMANCE AS MEASURES OF PROBLEM-SOLVING ABILITY AMONG PROFESSIONAL ADULT EDUCATORS (COUNTY EXTENSION AGENTS). Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968.)
Funk, C. Dennis *Carter, G.L., Jr. Feb 68
EDRS PRICE MF-$0.25 HC-$1.24 29p

ABSTRACT:
To determine the relationship between dogmatism and performance as measures of problem solving ability in extension agents, a study was made of 486 agents and 23 supervisors in five states. Agents responded to mailed questionnaires and their supervisors returned performance ratings. The degree of open-mindedness was measured on the Rokeach Dogmatism Scale and performance scores were measured by ratings by the supervisors using the Lawshe Kephart Personnel Comparison System. An inverse relationship between level of dogmatism and performance was indicated. It was most strongly associated with middle aged agents, and those with less than a Master's degree. A slight positive relationship was shown between age and dogmatism, and a strong negative association between level of education and dogmatism. Analysis also suggested that agents low in dogmatism were rated higher in performance than agents high in dogmatism regardless of the degree of dogmatism of the supervisor. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (rt)

TERMS:
*dogmatism, *performance, *extension agents, *academic achievement, *age groups, cognitive ability, problem solving, questionnaires, research, Rokeach Dogmatism Scale, Lawshe Kephart Personnel Comparison System

ED 017 811
EFFECTS OF STRUCTURE AND SEQUENCE ON ADULT LEARNING.
Groteleuschen, Arden Columbia Univ., New York Teachers College 68
EDRS PRICE MF-$0.25 HC-$0.88 20p.

ABSTRACT:
In this study on the effects of structure and sequence on adult learning, 96 adults unfamiliar with number bases and ranging in age from 23 to 53 were randomly assigned to four differentially structured introductory materials (history of measurement, base ten, base seven, or principles of number bases) and to three differentially sequenced learning task conditions (random, partial or complete) within four intelligence and two sex categories. Subjects were individually presented the base four task in paired associate form after they had received the programed introductory material. The introductory material appeared to have significantly positive results only with subjects having superior intelligence. The completely sequenced learning task resulted in a more rapid mastery of the learning task, especially with less intelligent subjects. Reliable differences among the intelligence categories and between the sexes were also observed. (Also included are charts, tables, and 17 references.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (author/ly)

TERMS:
*adult learning, *number systems, *instructional materials, *teaching techniques, *sequential approach, research, programed instruction, intelligence, individual characteristics, age differences, time factors (learning), test results, analysis of variance, statistical data, sex differences, Wechsler Adult Intelligence Scale

ED 017 807
THE EFFECTS OF PARTICIPATION TRAINING ON CLOSED MINDEDNESS, ANXIETY, AND SELF CONCEPT. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Imbler, Irene Est 67
EDRS PRICE MF-$0.25 HC-$0.20 3p.

ABSTRACT:
Small-group discussion, to train members to work as a learning team, was used to investigate changes in closed mindedness, anxiety, and self concept. Seventeen male labor union members, enrolled in a twelve week Resident Labor Education Program at Indiana University, were randomly assigned to an experimental group which attended regular classes in the labor program. A third control group received no treatment. The Rokeach Dogmatism Scale, Taylor Manifest Anxiety Scale, and Butler-Haigh Q Sort were administered to all groups before and after the program. Results indicated that (1) no significant differences existed in the characteristics after the treatment period, (2) change in the predicted direction occurred in the experimental group in all characteristics and in anxiety in the first control group, (3) no significant positive correlation existed between closed mindedness and anxiety, and (4) a negative correlation did exist between closed mindedness and anxiety and a positive self concept. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (pt)

TERMS:
*anxiety, *self concept, *mental rigidity, *discussion (teaching technique), *small group instruction, behavior change, research, personality change, labor education, participation, Rokeach Dogmatism Scale, Taylor Manifest Anxiety Scale, Butler Haigh Q Sort

ED 017 814
ADMINISTRATIVE PROCESSES IN ADULT EDUCATION, A CRITIQUE OF EXISTING PRINCIPLES AND A METHOD FOR IMPROVING THEIR VALIDITY. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Ingham, Roy J. Feb 68
EDRS PRICE MF-$0.25 HC-$1.16 27p.

ABSTRACT:
The author reviews the literature on the principles of adult education administration and shows deficiencies which point to need for focusing research on certain neglected administrative processes, formulating principles about the human relations aspect of administration, and examining more closely the extent to which the principles apply to differing adult education agencies. A model for analyzing the agencies and formulating principles involves three forms of agency power (coercive, remunerative, and normative) ordered from one to three, and three types of student involvement (alienative, calculative, and moral). Like orders represent congruent compliance. The hypothesis is that organizations with congruent compliance structures are more effective than noncongruent ones. Three kinds of organizational goals (order, economic, and culture) are also ordered. Congruent combinations of compliance and goals will be more effective than noncongruent ones. This model applied to two different types of organizations provides evidence to support the hypothesis that administrative principles may be valid for one type of organization but not for another. Case studies could provide information necessary to determine compliance structures of various types of agencies. Lack of such data makes further testing of the model difficult. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (rt)

TERMS:
*administrative principles, *validity, *models, *adult education, *student school relationship, educational administration, literature reviews, information needs, agencies, participant involvement, objectives

ED 017 863
A CRITICAL INCIDENT STUDY OF THE PROFESSIONAL ADULT EDUCATOR (EXTENSION AGRICULTURAL AGENT). Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Kohl, Fred E. *Carter, G.L., Jr. 68
EDRS PRICE MF-$0.25 HC-$0.88 20p.

ABSTRACT:
The critical incident technique was used to determine job requirements of Idaho agricultural agents. A personal interview of 70 Idaho agents resulted in the collection of 436 usable effective and ineffective incidents. Job requirements were developed by categorizing the 975 critical behaviors identified in the critical incidents, and were classified in five major areas – group development, program development, counseling clients, interpersonal relations, and maintaining the organization. The findings revealed that social skills were used more than technical skills in critical areas of the job. Agents felt less effective in social situations and in the critical incidents when they did not initiate action. They depended on individual contacts for getting results and worked through available social systems. Specialized agents felt they were more effective, found their job more satisfying, and worked more closely with public agencies than generalized agents. Agents with high grade point averages saw more of their actions as critical, devoted more time to program planning, and were more effective in counseling clients. High supervisory ratings were given to agents who worked primarily with adult clientele in traditional agricultural areas. This document was a paper presented at the National Seminar on Adult Education, Chicago, February 11-13, 1968. (pt)

TERMS:
*agriculture, *job skills, *critical incident technique, *extension agents, research, program development, technology, job analysis, interpersonal relationship, social relations, job satisfaction, academic achievement, personnel evaluation, specialization, program administration, Idaho Extension Service

ED 017 868

DIFFERENTIAL PATIENT RESPONSE TO INSTRUCTION, COUNSELING AND DENTAL TREATMENT. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).

Lupton, Daniel E. Chicago Univ., Ill. Aug 67

EDRS PRICE MF-$0.25 HC-$1.68 40p.

ABSTRACT:

Research (1) analyzed specific outcomes of counseling, instruction, and dental therapy, and (2) determined the relative effectiveness of patient education for relief of Temporomandibular Joint (TMJ) dysfunction. Sixty adult patients attending the University of Illinois TMJ research center were randomly assigned to one of three programs — dentistry, dentistry and instruction, or dentistry and counseling. In the pretest stage, a dental examination determined the severity of the dysfunction, and interviews and testing determined motivation for counseling, educational level, knowledge of the dysfunction, and self-concept. Results indicated that — (1) dental treatment combined with instruction or counseling is superior to dental treatment, (2) dental treatment and instruction are superior to dental treatment alone or combined with counseling, and (3) the combination of counseling and dental treatment is superior to either dentistry alone or combined with instruction in decreasing a patient's negative feelings about himself. An abstract of a doctoral thesis, this paper was presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (pt)

TERMS:

*patients (persons), *individual counseling, *dental health, *medical treatment, *health education programs, motivation, participant characteristics, interpersonal relationship, self concept, emotional problems, research, Temporamandibular Joint Dysfunction, University of Illinois

ED 017 879
RESEARCH ON THE USE OF PROGRAMMED INSTRUCTION AMONG ADULT LEARNERS IN PROFESSIONAL HEALTH FIELDS. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Lysaught, Jerome P. 68
EDRS PRICE MF-$0.25 HC-$0.68 15p.

ABSTRACT:
As part of a University of Rochester effort to explore the use of self instructional programs and materials in educating doctors, nurses, paramedical personnel, and patients, three studies of program utilization and effectiveness were made. Data were obtained on completion and noncompletion of a programed course on allergies, user reactions as to its usefulness, and attitudes toward the use of more programed materials. In two studies of programed instruction in cancer diagnosis, treatment, and patient management, achievement was measured in programed and conventional instruction. In the allergy program, course completions (87.5 percent), positive reactions (96 percent), perception of practical value (93 percent), and favorable responses on the use of more programed materials (95 percent) indicated that effective programed materials would be welcomed by health practitioners. In the cancer program, achievement results showed that programed instruction taught effectively and in a comparatively superior fashion to traditional methods. (Included are five tables, eight references, and background discussion.) This paper was presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (ly).

TERMS:
*programed instruction, *conventional instruction, *health personnel, *professional continuing education, research, nurses, physicians, persistence, program effectiveness, diseases, allergy, statistical data, test results, educational attitudes, Univ. of Rochester, New York State

ED 017 812
HELPING COMMUNITIES LEARN HOW TO HELP EACH OTHER. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Menlo, Allen Feb 68
EDRS PRICE MF-$0.25 HC-$0.64 14p.

ABSTRACT:
A test was made of the theory that the relationships between a region of communities would be more healthy and productive as the conditions of inter-community acceptance, trust, interdependence, and cooperativeness increased. Teams of three to five leaders from each of 18 suburban communities attended semi-monthly seminars, diagnosed changes needed to gain citizen involvement, and planned strategies for change. Goals were defined as a more adequate flow of information between communities, more opportunities for training, and increased interest and participation of citizens. An inter-community team was formed and assumed responsibility for initiating movement toward the regional goals. It was found that those citizens with a high level of participation in the project developed more positive and optimistic perceptions of their own communities and increased their readiness to work with citizens from other communities. (Appended are tables, charts, and questionnaires.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. It also appears in LETTERS TO SCHOOLS, Volume 20, Number 4, March 1968, published by The University of Michigan, Bureau of School Services. (rt)

TERMS:
*regional planning, *suburban problems, *community leaders, *intergroup relations, *community change, objectives, community involvement, seminars, investigations, changing attitudes, problem solving, case studies (education)

ED 017 889
AN IDENTIFICATION OF EFFECTIVE METHODS TO EMPLOY IN CONDUCTING AN EDUCATIONAL PROGRAM TO REACH AND TEACH LOW-INCOME YOUNG HOMEMAKERS IN RURAL AREAS. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Priester, Jeanne Auburn Univ., Alabama. Cooperative Extension Service Feb 68
EDRS PRICE MF-$0.25 HC-$0.56 12p.

ABSTRACT:
Fourteen nonprofessional program assistants were chosen to conduct the educational programs for low income homemakers in five Alabama counties, supervised by the county home economist. The state administrative staff included a specialist in educational methods, an assistant specialist, and an artist. Deprived mothers were referred by public agencies, schools, and churches. The working visit, a one-to-one teaching method in the homemakers' home, taught by telling, showing, and repeating a skill. Each visit was designed to meet the specific interests and needs of the homemaker at her economic, educational, and skill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences helped deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (pt)

TERMS:
*low income groups, *homemaking education, *effective teaching, *rural areas, *subprofessionals, individual needs, newsletters, family health, family relationship, living standards, home visits, investigations, discussion groups, Alabama

ED 017 819

SOCIAL AND PSYCHOLOGICAL PREDICTORS OF INFORMATION SEEKING AND MEDIA USE, A MULTIVARIATE RE-ANALYSIS. Report. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).

Rees, Matilda B. *Paisley, William J. Stanford Univ., Calif. Inst. for Communication Res. Sep 67

EDRS PRICE MF-$0.50 HC-$4.96 122p.

ABSTRACT:

Using data from a Stanford University study in Fresno, California, a multivariate analysis was made of 25 media use and information seeking behaviors. Seven social-personal and three psychological variables were also considered. Younger adults were most likely to participate in adult education, especially vocational courses and evening classes, and use radio for music and entertainment. Older adults were the ones most likely to read "Readers' Digest" and rely on radio for information. Reading of fiction books and of domestic and fashion magazines (women), and participation in arts and crafts courses (men) and liberal arts (women) were best predicted by sex. Education correlated with reading of books, news magazines, and periodicals in general and with recent public library use. Income and education were strong predictors of newspaper use. Receptivity to new educational media predicted the use of reference books, impersonal information seeking, and independent study. Membership in organizations correlated closely with interpersonal information seeking, and the perception of practical information in media was related to use of "Life" magazine, serious television programs, and specific information seeking. Achievement motivation correlated with nonfiction reading. Implications and alternative approaches were suggested. Included are 52 tables and figures and 28 references. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)

TERMS:

*information seeking, *statistical data, *statistical analysis, *prediction, sex differences, age groups, income, educational background, reading habits, group membership, adult education, radio, television viewing, human resources, vocational education, public libraries, independent study, instructional media, achievement need, books, periodicals, newspapers, mass media, Fresno, California

ED 017 809
INFORMATION SOURCE AND NEED HIERARCHIES OF AN ADULT POPULATION IN FIVE MICHIGAN COUNTIES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Rieger, Jon H. *Anderson, Robert C. Michigan State Univ., East Lansing. Inst. for Community Dev. Feb 68
EDRS PRICE MF-$0.25 HC-$0.96 22p.

ABSTRACT:
In a 1965 survey of five counties in the Grand Traverse Bay region of Michigan, data on information sources and needs were obtained from a two percent sample of households. Adult subjects were asked to identify topics of importance in everyday life on which it was "particularly difficult to find useful and reliable information," and sources of information presently in use concerning these topics. (Financial matters, occupational, professional, and farming matters, public affairs, consumer information and educational and career planning were the major topics named.) Results were analyzed in terms of the hierarchial patterns of information needs and information sources by residence, education, age, and sex. The local population was found to rely heavily on the mass media and various kinds of reading matter for all topic areas and on institutional sources and officials in certain cases. Young adults relied also on friends and relatives and exhibited the highest level of need for new information. Adult education programs were significant sources in few topic areas and for only selective clientele groups. Observations were made about the implications of the data for adult educational program development. (The document includes six tables.) This paper was presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (author/ly)

TERMS:
*information sources, *information needs, *rural areas, *adults, surveys, rural extension, adult education, mass media, colleges, human resources, educational background, residential patterns, analysis of variance, statistical data, sex differences, age differences, publications, Michigan

ED 017 817

A STUDY OF SOME EFFECTS OF A PROGRAMMED ORIENTATION ON LEARNING OUTCOMES OF A HUMAN RELATIONS LABORATORY. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).

Searle, Stanley H. *Warlow, G.L. Guelph Univ., Ontario. Dept. of Extension Education

R-21 Aug 68
EDRS PRICE MF-$0.25 HC-$0.52 11p.

ABSTRACT:

To test the effectiveness of advanced preparation in the Human Relations Laboratory program of the United Church of Canada, seven delegates to a laboratory held in June 1967 received a 27-page programed orientation two weeks prior to the laboratory. Another eight delegates served as a control group. It was hypothesized that the test group would participate with more functional behavior than the control group, would know more cognitive elements included in the curriculum, possess more favorable attitudes to characteristics of the laboratory, and would have developed greater skill in membership participation and interpersonal relationships. All hypotheses except the one regarding attitudes were rejected, due in part to the laboratory design, readiness and learning set of individual delegates, and some characteristics of one sub-group. Experimenters recommend that the United Church laboratory program produce a revised programed orientation, generate pretest items so that cognitive learning scales could be developed at short notice, and investigate problems created by orientation practice and the screening effect of the program orientation. (Charts show sampling plan and design and scores for test participants.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (rt)

TERMS:

*orientation, *programed materials, *behavior change, *changing attitudes, *laboratory training, orientation materials, research, group membership, cognitive measurement, interpersonal competence, United Curch of Canada

ED 017 865
INFORMATION SEEKING, OPINION LEADERSHIP, AND SENSE OF POWERLESSNESS FOR DIFFERENT ISSUES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-12, 1968).
White, Shirley A. 68
EDRS PRICE MF-$0.25 HC-$0.32 6p.

ABSTRACT:
A study was made in Nebraska in 1965 to examine the relationship of four independent variables — opinion leadership, interest, gregariousness, and sense of powerlessness — to the extent of information seeking and the ratio of interpersonal to mediated sources, and to determine whether the relationships between the first four and the last two variables hold true for different areas. Data were collected by personal interviews with over 400 persons. As predicted, the degree of information seeking and of recourse to interpersonal sources was positively related to opinion leadership, and interpersonal information seeking correlated positively with interest in specific issues (women working ad taxation). However, the extent of information seeking and of recourse to interpersonal sources were negatively related to the sense of powerlessness only on the taxation issue, and the extent of information seeking failed to correlate positively either with the degree of issue interest or with gregariousness on the issue of women working. Moreover, use of interpersonal sources was not positively related to gregariousness on either issue. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)

TERMS:
*information seeking, *mass media, *interpersonal relationship, gregariousness, interest, informal leadership, working women, taxes, investigations, communication (thought transfer), human resources, individual power

ED 017 810
SAMPLE-FREE TEST CALIBRATION AND PERSON MEASUREMENT. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Wright, Benjamin D. 28 Oct 67
EDRS PRICE MF-$0.25 HC-$0.96 22p.

ABSTRACT:
Objectivity in mental testing requires that test calibration be independent of which persons are used for the calibration and that person measurement be independent of which items are used for the measurement. Present practice is not objective, but could be so, as shown by the example here presented. Data came from the responses of 976 law students to 48 reading comprehension items on the Law School Admissions test. The possibility of person free test calibration is demonstrated bv showing that a calibration based on a Smart responses of a Dumb Group of students can be nearly identical with one based on a Smart Group. The possibility of item free person measurement is demonstrated by showing that ability estimates made from scores on an Easy Test can be statistically equivalent to those made from a Hard Test. The measurement model which makes this objectivity possible was developed by George Rasch. In this model the odds of success on a test item are hypothesized to be given by the product of the person's ability and the item's easiness. In order to fit this model items must be chosen or constructed to have similar discrimination. The resulting measures of person ability and item easiness are on a ratio scale with a natural zero and a definable unit. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (author/rt)

TERMS:
*measurement techniques, *testing, *intelligence, *test reliability, models, item analysis, test results, George Rasch measurement model

ED 017 868
INSTITUTIONAL CONSTRAINTS ON PROFESSIONALISM, THE CASE OF THE MENTAL HEALTH PROFESSIONS. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968).
Spray, S. Lee. Chicago Univ., Ill. Feb 68
EDRS PRICE MF-$0.25 HC-$1.60 38p

ABSTRACT:
As part of a larger study of careers in the mental health field made at the University of Chicago, this investigation studied (1) a model for studying professional behavior, (2) extent to which professional, ideological, and institutional factors influence professional functions, and (3) implications for understanding professional adult educators. Professional mental health personnel were studied by questionnaire in metropolitan Chicago, Los Angeles, and New York. Lines of specialization were drawn between medically trained professionals who did therapy in private practice and nonmedical professionals who engaged in administration and non-intensive client contact. After analyzing the professions and major job activities, it was concluded that knowledge of the work setting was the best predictor of the distribution of mental health professionals in five out of six types of functions, and was a prerequisite to understanding the influence of ideological adherence and professional training. Implications for research in adult education include the need to study professional behavior in the work situation, to concentrate on organizational and social controls, and to include a metropolitan community in the study. This paper was presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (pt)

TERMS:
*mental health, *professional personnel, *professional occupations, *health personnel, *models, surveys, work environment, philosophy, professional education, physicians, paramedical occupations, administration, professional associations, organizational climate, job analysis, metropolitan areas, investigations

ERIC Clearinghouse on Adult Education

PUBLICATIONS

	EDRS Order Number	Microfiche Price	Hardcopy Price
BASIC INFORMATION SOURCES			
Adult Education Research, BIS-2	ED 018 704	$0.25	$0.24
Evening College Education, 1967, BIS-1	ED 014 023	$0.25	$1.16
CURRENT INFORMATION SOURCES			
Adult Basic Education, CIS-3	ED 014 024	$0.25	$0.92
Adult Basic Education, CIS-18	ED 018 745	$0.25	$1.84
Adult Education in Africa, CIS-12			
Adult Education in Asia, Australia, & New Zealand CIS-13	ED 018 705	$0.25	$1.44
Community Education for Adults, CIS-2	ED 014 025	$0.25	$0.84
Community Education for Adults, CIS-16	ED 016 175	$0.25	$1.20
Continuing Education in the Professions, CIS-4	ED 014 026	$0.25	$0.56
Education for Aging, CIS-14			
Higher Adult Education, CIS-1	ED 014 031	$0.25	$1.04
Higher Adult Education, CIS-11	ED 016 928	$0.25	$1.28
Human Relations – Training and Research, CIS-10	ED 016 159	$0.25	$0.96
Management Development, CIS-5	ED 013 430	$0.25	$0.68
Management Development, CIS-17	ED 016 927	$0.25	$1.00
Methods and Techniques in Adult Training, CIS-7	ED 013 429	$0.25	$0.84
Programed Instruction in Adult Education, CIS-15	ED 015 432	$0.25	$1.00
Public School Adult Education, CIS-9	ED 016 154	$0.25	$0.72
Public School Adult Education, CIS-19			
Television and Radio in Adult Education, CIS-6	ED 014 032	$0.25	$0.84
Training of Adult Education Personnel, CIS-8	ED 014 670	$0.25	$1.16

PUBLICATIONS

	EDRS Order Number	Microfiche Price	Hardcopy Price
OTHER			
Adult Education Information Services: Establishment of a Prototype System for a National Adult Education Library. 3 Parts. (Library of Continuing Education of Syracuse University)			
Adult Education Periodical Holdings	ED 014 022	$0.25	$0.76
ERIC Clearinghouse on Adult Education (Newsletter)			
A Model Information System for the Adult Education Profession, by Roger DeCrow	ED 015 412	$0.25	$1.00
Research and Investigations in Adult Education (Summer, 1967 issue of *Adult Education)*	ED 012 877	$0.50	$2.64
Research and Investigation in Adult Education, 1968 Annual Register (Adult Education Association of the U.S.A.)			

ERIC CLEARINGHOUSE ON ADULT EDUCATION

NATIONAL ADVISORY BOARD

CHAIRMAN:

Alexander N. Charters
Vice President for Continuing Education
Syracuse University
Syracuse, New York 13210

S.E. Hand
Director of Continuing Education
Florida State University
Tallahassee, Florida 32306

J. Paul Leagans
Professor of Extension Education
New York State College of Agriculture
Cornell University
Ithaca, New York 14850

Wilson B. Thiede
Professor of Adult Education
University of Wisconsin
1815 University Avenue
Madison, Wisconsin 53706

Gerald H. Whitlock
Professor of Industrial and Personnel Management
University of Tennessee
Knoxville, Tennessee 37916

Carl E. Williams
Staff Associate
Department of Educational Development
National Council of the Churches of Christ in the USA
475 Riverside Drive
New York, New York 10027

Clifford L. Winters, Jr.
Dean of University College
Syracuse University
Syracuse, New York 13210

SECRETARY:

Roger DeCrow
Director, ERIC Clearinghouse on Adult Education
107 Roney Lane
Syracuse, New York 13210

ERIC Clearinghouse
NOV 25 1968
on Adult Education